Counting in quarters

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1. 5

2. Missing numbers from left to right:

a) $\frac{3}{4}$, 1, $1\frac{1}{4}$ (alternatively, some children might continue the count in quarters i.e. $\frac{3}{4}$, $\frac{4}{4}$, $\frac{5}{4}$)

b) $3\frac{2}{4}$ (or $3\frac{1}{2}$), $3\frac{3}{4}$, $4\frac{1}{4}$

c) $1\frac{1}{4}$, 1, $\frac{3}{4}$

3. Missing numbers from left to right:

a) $\frac{1}{4}$, $1\frac{3}{4}$, $2\frac{3}{4}$

b) $7\frac{2}{4}$ (or $7\frac{1}{2}$), 8, $8\frac{1}{4}$

4. Both counts are both correct. Children could have explained this in different ways, e.g.

$\frac{2}{4}$ is the same as $\frac{1}{2}$.

5. $2\frac{1}{2}$ or $2\frac{2}{4}$

Reflect

Children might have explained their reasoning in different ways, e.g.

I know the next number is $1\frac{2}{4}$ because when you add a quarter to $1\frac{1}{4}$ you get $1\frac{2}{4}$.

I know the next number is $1\frac{1}{2}$ because $1\frac{1}{4}$ add $\frac{1}{4}$ gives $1\frac{1}{2}$.